Montana Schools

Volume 23, No. 5 | Office of Public Instruction | Georgia Rice, Superintendent | January 1979

New frontiers in education

Vo-ed will make the future work

Students from every county in Montana attend one of the state's five vocational-technical centers, according to the centers' 1979 Winter Quarter reports. Further, at least 99 percent of the approximate 2300 vo-tech students are from Montana and many remain in the state after graduation, said Larry Key, administrator for Vocational Education for the Office of Public Instruction.

The Billings center estimates that 80 percent of its students stay in Montana after graduation, and many of those stay in the Billings area. Sixty-two percent of the Billings enrollment, however, are from Yellowstone County.

The centers offer more than 50 training programs in agriculture, distributive education (management), health, home economics, office, technical and trade and industry. The enrollment at the centers—located in Billings, Butte, Great Falls, Helena and Missoula—has remained the same or increased slightly over the past several years, according to Key. The budget allocated by the Legislature for postsecondary vocational education has allowed for minimal expansion of programs and an increase in enrollment, although none in staff. In 1977 the centers' budgets were $5.7 million as compared to $5.2 million in 1978.

The training cost per student at any center is $775.61, according to 1979 Fall Quarter statistics. Training for all students includes an average 2.3 million contact hours between students and instructors, Key said. That compares with 2.1 million contact hours in 1976 and 2.3 million in 1977. Currently, Montana's vocational education programs serve 22,576 secondary students and 2,366 postsecondary students (Fall Quarter figures).

There are a number of directions that vocational educators must consider taking to better meet the needs of Montana not only today but in the future, said Georgia Rice, Superintendent of Public Instruction. According to Rice:

"If we take a strong look at the projected economic growth of this country over the next 20 years, we see a need to train people to fill critical office jobs and those in the skill and service areas.

"We must evaluate programs and community and state needs so that we can concentrate on vocational education programs that really meet the needs of every Montana citizen and community.

"We should make every attempt to expand our services and make vocational education programs available to all citizens of Montana, regardless of age.

"We must intensify our concern for career information and counseling in the schools.

"Basic skills, as well as transferable skills and competencies, must be emphasized. For example, we need to ensure that students of nursing and auto mechanics can read and compute mathematic equations so that prescriptions are filled accurately and directions are followed precisely."

Some of the Vo-tech directors believe that programs which meet the changing energy needs of Montana must be added.

In any case, business, industry and community organizations will play an important part in the future of vocational education in Montana, Rice said.

One way that Montana is already preparing for the future is by striving to keep career choice free, regardless of the traditional role that gender has played in making career decisions.

Many students recognize that in today's and tomorrow's world, interest, careers and family responsibilities need not be linked to being female or male.

The Office of Public Instruction assists local teachers and counselors in helping students assess their abilities and interests and expand their career horizons and role expectations. They know that people are

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New frontiers in education

Progress brings renaissance in rural education

"Rural education is worthy of significantly more attention and assistance than researchers, policy-makers, and educators have accorded it in the recent past," writes Jonathan Sher in the December 1978 **Phi Delta Kappan.** Still more recently rural education has undergone "a minor renaissance," writes Sher, due in part to a new appreciation of cultural pluralism, concerns about balance in population growth, scepticism about large schools, and the return to rural practices by "progressive" urban and suburban schools.

Superintendent of Public Instruction Georgia Rice commented on the advantages of rural schools. The rural setting stresses values, self-discipline, sharing, a sense of fitting into the community and self-reliance, Rice said. "I'd rather have smaller schools and smaller classes in large schools, so that each student has a maximum of personal attention and a maximum opportunity for growth," she said. "I believe I'm like most people in Montana: I'd rather spend my dollars and cents on education than on governmental assistance programs."

But how many dollars and cents are in fact spent on rural education? Sher notes that while 32 percent of the nation's schoolchildren live in rural areas and two thirds of all U.S. school districts are rural, only 5 percent of federal research dollars, 11 percent of federal library and material funds, 13 percent of federal vocational aid, 13 percent of federal dropout prevention aid and "disproportionately low levels of most other federal education funds" are spent in rural areas.

"The fact that rural needs and concerns are routinely neglected by federal education agencies not only violates congressional intent but also guarantees that long-standing rural problems continue unabated and new ones emerge unchecked," Sher writes.

Last summer, the Office of Public Instruction cooperated with Western Montana College and county superintendents in presenting a rural education institute. On June 6-8, 65 Montana educators heard talks and attended workshops on the special demands of rural teaching and administration. Workshop topics encompassed rural school library organization and use; multi-grade classroom approaches to music and art; discipline; record-keeping; multi-grade classroom organization; physical education; community and school relations; and services to the handicapped and the gifted. A similar program is planned this summer.

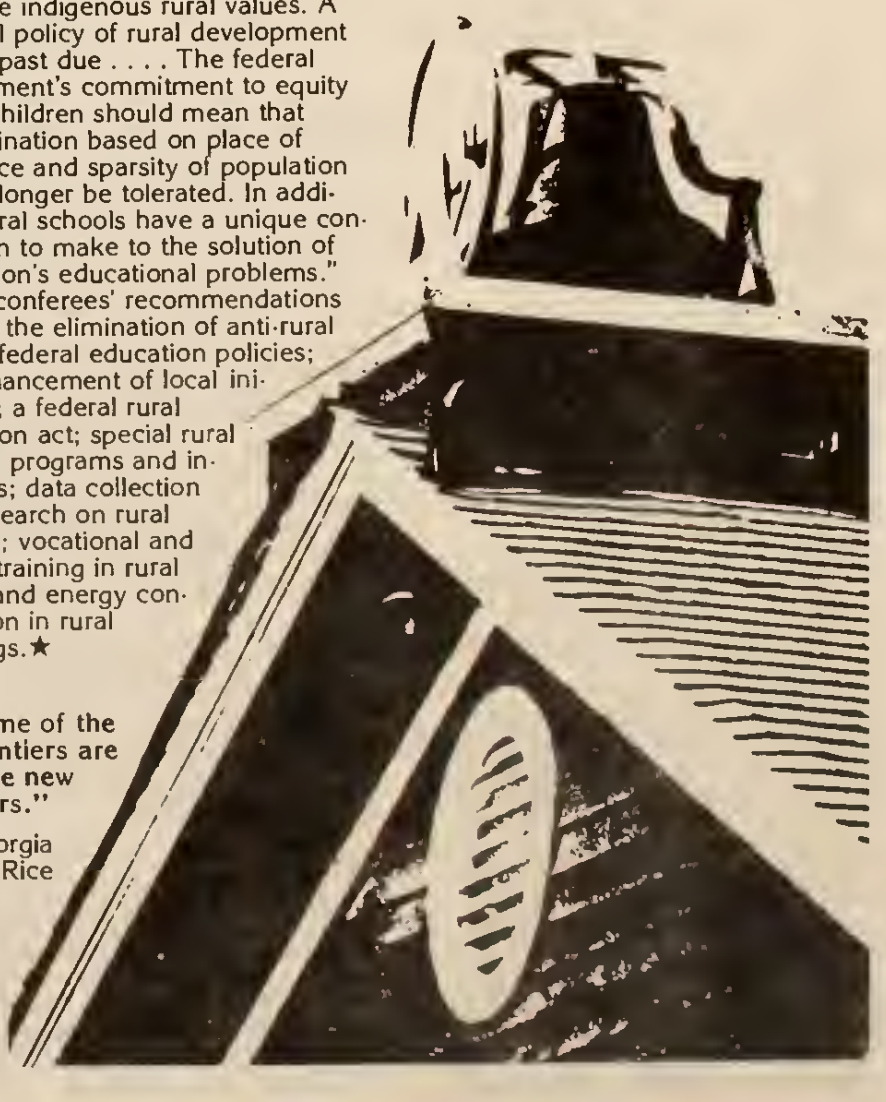
Most participants attended the workshops for graduate credit.

Last May at the University of Maryland, H.E.W. and the U.S. Department of Agriculture sponsored a national seminar on rural education. In the preamble to the recommendations made by seminar participants, they write: "Rural Americans have a strong and legitimate right to have their rural values and rural [ways of life] respected . . . . It is crucial for the federal government to attend to the well-documented, pressing needs of rural people . . . but to do this in a way that is carefully designed to preserve indigenous rural values. A national policy of rural development is long past due . . . . The federal government's commitment to equity for all children should mean that discrimination based on place of residence and sparsity of population will no longer be tolerated. In addition, rural schools have a unique contribution to make to the solution of the nation's educational problems."

The conferees' recommendations include the elimination of anti-rural bias in federal education policies; the enhancement of local initiatives; a federal rural education act; special rural training programs and incentives; data collection and research on rural schools; vocational and career training in rural areas; and energy conservation in rural buildings.★

"Some of the old frontiers are now the new frontiers."

—Georgia Rice



Vo-Ed

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happiest doing what they like to do and are most productive when they are doing what they do best.

In Montana today,

1. females make up 10 percent of all students studying agriculture;
2. females and males are taking courses in distributive education in almost equal numbers;
3. males constitute 19 percent of all students enrolled in consumer homemaking programs and 33 percent of all students enrolled in wage earning home economics programs;
4. males make up eight percent of all students training for business and office occupations; and
5. females constitute four percent of all students enrolled in technical trades programs and eight percent of all students enrolled in trade and industrial programs.

One of Montana's male vo-ed students cuts a sewing pattern in home economics class.

Something to think about: Most boys know they will have to work to make a living, to support themselves and their families. Most have thought about what vocations they will choose.

Most girls know they will probably get married and have families. Many assume that they will only work part of their lives, if at all, and most do not make career decisions.

Here are some statistics from the 1978 Bureau of Labor and the Census Bureau.

- Nine out of 10 women will marry.
- Eight out of 10 women will have children.
- Nine out of 10 women will work for some period of time.
- Those women who work will work an average of 23 years.
- Half of all women work between the ages of 16 and 65.
- Two thirds of women work out of economic necessity.
- Only 40 percent of all jobs available will support a family on a single income.

Schools across the state are receiving visits from Office of Public Instruction staff. Staff are taking photographs of students enrolled in courses not traditional to their sexes. These photos will be compiled for a slide presentation to illustrate how the face of vocational education is changing in Montana.

A female agriculture student tightens the horn weight on a Montana Hereford bull.

Expanding Adolescent Role Expectations workshops begin this January to provide vocational education teachers, counselors and administrators a philosophical and sociological basis for reviewing the stereotypes, along with practical classroom strategies and procedures that will assist students in making thoughful career decisions based on ability, interest and need. The dates and locations of these workshops are:

Jan. 22-25—Eastern Montana College Student Union Bldg., Billings

Feb. 5-8—Missoula Vocational Technical Center

Mar. 18-21—Northern Montana College, Havre

All workshops begin at 7 p.m. on the first scheduled day and end at 3 p.m. on the last day. Two hours of graduate credit are available from Northern Montana College upon completion of the course requirements and the payment of a $20 fee. Travel, lodging and daily expenses will be reimbursed for three participants from each school district.

For additional information or classroom materials contact Sally Moore, Human Potential Development Consultant, Office of Public Instruction, toll-free 1-800-332-3402. ★

Helena center serves the special student

"Special education has made a tremendous amount of progress in the last few years," according to Jerry Roth, director of special services for the Helena school district.

The Helena district "has come a long way, and it's been a hard struggle. We're proud of our special education program in Helena," he said.

The objective of the Helena district is to end the separation between special education and regular education. Special education is often set aside from the rest of the school in the budgeting process, in transportation of students and in the classrooms.

"We in education have a responsibility for all children," Roth said. "It can no longer be just your students and my students."

Educators must function as a team to provide services that really benefit the special student. Roth stressed the need to let everyone involved know what is going on, and through the exchange of information to gain their support. "Without everyone's cooperation," Roth said, "we're not going to get very far."

Approximately 50 persons work out of the Helena Special Services Center. An additional 25 serve as aides, drivers and other supportive staff.

"I believe we cover every area that a child needs in special education," Roth said. Each special service area has a manager who is responsible for the paperwork in that particular division. "This sharing of the work," he said, "keeps the interest and enthusiasm high."

There are a number of concerns with current special education practices, according to Roth. First, it is virtually impossible to account for every minute of staff time spent training and working with students. "Many children are not qualified for services, but they go through the diagnostic process before we determine that," Roth said. "We cannot account for that time or be reimbursed for it at any level. A lot can't be accounted for, so we do it locally, for the record."

Special Service Center Language Coordinator Shirley DeVoe concurred with Roth. "We spend a great deal of time in processing referrals. Every student is evaluated," DeVoe said. "We perhaps spend 20 to 30 hours with a student and find they are not eligible."

Another problem the district must accept is that they "can't provide services unless the child is labeled as handicapped," DeVoe said. "This is very difficult for parents to accept and deal with."

In addition, the Helena district is "getting more involved [seriously handicapped] children because of recent efforts to place students in schools rather than in traditional institutions." "I'm not saying it's right or wrong," DeVoe said, "but it is happening. When these students are mainstreamed into a regular classroom, the regular education teacher is often not trained to help them."

"There are many problems we must deal with daily," Roth said, "But it has been a very good learning experience. We must improve, but we have a good place to start.

"We owe a great deal of our success to our Board of Trustees, school administrators and staff and the Office of Public Instruction," he said.

"We get the satisfaction of knowing that these children are getting the services they need," DeVoe said.

Another concern to the Helena Special Services team is the budgeting process. In the Helena district, special education budgeting begins in November. At the end of December the budget is submitted to the district. Approval from the Board of Trustees is granted in February. Roth said that the budget is then submitted to the Special Education Unit of the Office of Public Instruction for preliminary approval. That approval is granted in April. Final budget approval for all education programs, including special education, is granted by the fourth Monday of July. However, Roth pointed out that levies, which in part support the district's budget, must be voted on in April.

Something new is being tried this year to help the districts with their special education budgets, according to Gail Gray, special education budget and data consultant for the Office of Public Instruction. The first part of January, the districts will be given a dollar figure. This figure will be based on last year's budget, the district's December 1, 1979 special education child count and any contingency (emergency) funds awarded the district. "The districts will be able to set priorities in budgeting that money," Gray said.

For the 1978-79 school year, the state allowed $29,740,640 for special education. Federal funds for that school year totalled $735,291. The 1979-80 school year has a state budget of $25,470,000 plus $500,000 in contingency funds. Federal funds for 1979 total $1,553,282. The 1980-81 school year will have a special education fund of $21,790,000 plus $500,000 contingency at the state level and $2,571,016 in federal dollars.

"Last year," Gray said, "Montana special education dollars served 12,040 children."

"I do still get excited about special education after many years in that area," Roth said. "As long as we maintain that attitude, we can continue to improve services to the children in our district." ★

FFA celebrates 50th year

With the passage of the Smith-Hughes Act in 1917, vocational agriculture became the first vocational education program taught in the public schools. Agriculture clubs were organized between 1917 and 1928, at which time the Future Farmers of America was organized nationally.

On April 1, 1930, Montana became the 38th state to receive a national FFA charter. Since then, 14 local FFA chapters have operated continuously—in Belt, Big Sandy, Big Timber, Cascade, Chinook, Conrad, Deer Lodge, Dillon, Kalispell, Lewistown, Manhattan, Miles City, Missoula and Simms. Currently, there are 72 active FFA chapters in Montana high schools.

FFA chapters are established in high schools that offer vocational agriculture. Each chapter is an essential complement to the high school agriculture curriculum.

The first annual meeting of the Montana Association of FFA was held in the assembly room of the Engineering Building at Montana State University (then Montana State College) in Bozeman. The Future Farmers are returning to MSU for the 50th State Conference on March 26, 27 and 28, 1980. The year's celebration will culminate at the state conference.

Among the activities planned for the conference is a reunion of past state FFA officers and former vocational agriculture teachers. Also, each Montana FFA chapter will contribute articles, pictures and other effects for a time capsule that will be opened in the year 2005. A state FFA band will be organized to play at the conference. A 50th birthday pageant is also planned. In addition, a special commemorative issue of the **Montana Future Farmer** will be published, along with a book on the 50-year history of the Montana FFA.

Throughout the state, FFA chapters will plan local activities to celebrate their golden anniversary year. ★

Montana Schools is published nine times yearly—in September, October, November, December, January, February, March, April and May—by the Office of Public Instruction.

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Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to **Montana Schools**, Office of Public Instruction, State Capitol, Helena, MT 59601.

GRANTS

Teacher Center grants mini-awards

The Western Montana Teacher Center in Missoula has awarded $2,385 in mini-awards to nine educational projects in western Montana. Mini-awards help teachers implement new ideas or practices to improve classroom instruction.

Requests totalling $18,000 were received from 38 applicants. A committee of Western Montana Teacher Center Policy Board members selected the following nine projects:

All-Season Vegetable Growing Project, Noxon Public Schools, Noxon, $135; **A Booklet of Students' Writings,** Darby High School, Darby, $400; **The Reluctant Reader in the Middle Grades,** St. Joseph School, Missoula, $300; **A Mini Course Curriculum,** Trout Creek Elementary, Trout Creek, $200; **Shakespeare in the Classroom,** Seeley Lake Elementary, Seeley Lake, $200; **Early Childhood Math Teaching Aids,** Franklin Elementary, Missoula, $150; **Lolo Elementary Student Store,** Lolo Elementary School, Lolo, $200; **School Project on Violence,** Women's Place, 210 N. Higgins No. 218, Missoula, $400;and **Career Education in Forest Biology,** Sentinel High School, Missoula, $400. ★

Correction: We mistakenly reported in the December issue that Gene Bushard was the school bus contractor for Rocky Boy School. Mr. Bushard's contract is with Box Elder School District 13-G. The Rocky Boy district runs its own transportation system.

ESEA Title IV grants $115,735 to Montana schools

Under ESEA Title IV, Montana schools received grants totalling $115,735 in December 1979. Seven readers from throughout Montana and representatives of the Office of Public Instruction conducted initial screening of the grant applications. The ESEA Title IV State Advisory Council and ESEA Title IV staff conducted a concentrated review of the selected applications. Final approval was given by Georgia Rice, Superintendent of Public Instruction.

Future deadlines for ESEA Title IV-C grants are January 16, 1980, and April 2, 1980. The ESEA Title IV-B grant deadline is January 18, 1980.

Projects funded in December were:

ESEA TItle IV-C Adoption Projects for 1979-80 School Year (Submitted by October 10, 1979 deadline)

1. Chinook Elementary School District No. 10—$3,250
Project—Preschool Special Education (adoption of "Portage Project," Wisconsin)
Target Group—350 preschool students, nine teachers, three trainees
2. Harlem Elementary School District No. 12—$10,435
Project—Career Education (adoption of "Project Discovery," Iowa)
Target Group—160 students (7, 8), eight teachers, four trainees
3. Joliet Elementary and High School District No. 7—$850
Project—Basic Skills (adoption of "Teams, Games, Tournaments," Maryland)
Target Group—309 students (K-12), 23 teachers, three trainees
4. Anaconda Elementary School District No. 10 (Beaverdam)—$4,845
Project—Environmental Education (adoption of "Ah-Nei, The Special Classroom," Montana)
Target Group—148 students (K-6), seven teachers, four trainees
5. Whitefish Elementary School District No. 44—$7,000 (approximate figure, final not yet available)
Project—Language Arts (adoption of "Individualized Language Arts," New Jersey)
Target Group—986 students (1-8), 12 teachers, six trainees
6. Box Elder Elementary School District No. 13—$1,531
Project—Mathematics (adoption of "Math Lab Curriculum for Junior High," Montana)
Target Group—53 students (6-10), four teachers, one trainee
7. Whitehall Elementary School District No. 4 and No. 47—$5,198
Project—Mathematics (adoption of "Pre-Algebra Development Center," Illinois)
Target Group—43 students (7, 8, 9), three teachers, two trainees
8. Ronan Elementary School District No. 30—$2,483
Project—Reading/Phonics (adoption of "Alphaphonics," California)
Target Group—124 students (K-1), six teachers, five trainees)
9. Lolo Elementary School District No. 7—$1,276
Project—Mathematics (adoption of "Math Lab Curriculum for Junior High," Montana)
Target Group—112 students (7, 8), two teachers
10. DeSmet Elementary School District No. 20—$4,707
Project—Environmental Education (adoption of "Ah-Nei, The Special Classroom," Montana)
Target Group—80 students (1-8), six teachers
11. Hellgate Elementary School District No. 4—$6,870
Project—Environmental Education (adoption of "Ah-Nei, The Special Classroom," Montana)
Target Group—748 students (K-8), nine teachers, two trainees
12. Fairview Elementary School District No. 13—$2,823
Project—Environmental Education (adoption of "Ah-Nei, The Special Classroom," Montana)
Target Group—288 students (K-8), five teachers
13. Wolf Point Elementary School District No. 45 (Northside)—$2,537
Project—Environmental Education (adoption of "Ah-Nei, The Special Classroom," Montana)
Target Group—202 students (4-6), three teachers, one trainee
14. Wolf Point Elementary School District No. 45 (Junior High)—$995
Project—Mathematics (adoption of "Math Lab Curriculum for Junior High," Montana)
Target Group—126 students (7, 8), two teachers, two trainees

ESEA Title IV-C Incentive Projects for 1979-80 School Year (Submitted by October 10, 1979 deadline)

1. Edgar Elementary School District No. 33—$1,911
Project—Library
Target Group—16 students (K-6)
2. Great Falls Elementary School District No. 1—$11,836
Project—Mathematics and Reading
Target Group—480 students (2, 3, 4)
3. Great Falls Elementary School District No. 1—$4,169
Project—Physical Education
Target Group—15 students (10)
4. Lewistown Elementary School District No. 1—$15,000
Project—Gifted and Talented
Target Group—1,367 students (1-12)
5. Deerfield Elementary School District No. 15—$5,435
Project—Language Arts/Reading
Target Group—seven students (K-4)
6. Fergus County Rural Schools Districts No. 11, 15, 18, 40, 56, 104 and 222—$11,583
Project—Science
Target Group—98 students (K-8)
7. Havre High School District No. A-16—$9,494
Project—Business Education
Target Group—307 students (11, 12)
8. Rock Springs Elementary School District No. 2—$1,507
Project—Physical Education
Target Group—13 students (1, 5, 8) ★

PRIME TIME

English BULLETIN

A new year, a new decade! It is a time for reflection and a time to try new teaching methods. To add some spark to your winter teaching, here are some ideas. They come from a variety of sources, and most can be adapted to various levels.

Ali Thumbs—a creative writing starter. All you need are stamp pads and sheets of paper with horizontal lines drawn, starting about half way down the sheet. Instructions: Dip your thumb in ink and make a print in the blank space above the lines. Then draw details to form either an animal or a creature. Use your imagination. When your picture is finished, write about it on the lines below. Use the animal or creature as the central character. Note: Depending upon the grade, the story can be fanciful or simple. You might ask for a descriptive paragraph, especially if a student draws something like a creature from outer space. (Older children might like to use more than one thumbprint in each picture.)

Point of View—for oral communication and writing

Conversational ideas: What do your pencil and paper talk about at night? What do your shoes say to each other when left in the closet? What might two dinosaur skeletons talk about when the museum is closed?

Interview Activity. Preparation: Ask the student to find a word within the word **interview.** Ask what the prefix **inter** means. (**Intercom** might be a good word to use to elicit the correct response, as most children are familiar with CB radios.) Ask what the interviewer does and why. Establish the fact that an interviewer uses the words **who, what, where, when, why** and **how**. Activity: Put each child with a partner. Give one child in each twosome a card containing the name of a nursery rhyme, fairy tale or story character **or** the name of someone who might be related to a story character (for example, the Three Blind Mice's mother). The child with the card becomes that character and his partner acts as interviewer. Write the interrogative pronouns on the blackboard, along with the phrase "What has happened to you since?" (i.e., since the time of the story). Let the student hypothesize on the fate of his or her character. Allow the children 7-8 minutes, depending on age, to conduct the interview. Middle, upper elementary, junior and senior high students who are interviewers can take notes during the interview. Call the class together and let each interviewer, using notes, tell about the character interviewed. Follow up: Let the students conduct interviews before the whole class. (Omit note-taking.) Ask someone to improvise a "mike." Variation: Rather than give students cards, allow them to choose their own characters. They may wish to be fictitious persons.

Spelling Bee Variations—to allow all children to participate and remain in the game. (1) If a student misses a word, the team does not get a point. (2) Give weight to the value of the words used. You might have a $1 word list, a $5 word list and a $10 word list. Better spellers might choose words from the $10 list; weaker spellers might choose $1 words. Keep the score in terms of how much money each team wins.

Acrostic Action—to stimulate writing and thinking. Names: Have each child write his or her name vertically on a page and use each letter to begin a word or phrase that tells something about him or herself. Example:

J umping
A gile
C lown
K now-it-all

Straight Acrostic: Print first and last name or a slogan vertically in large, heavy capital letters (with words forming parallel columns). Handwrite a poem, story, description, report, etc. **through** these letters in a contrasting color. Use the capital letters as medial and/or ending components of words as frequently as possible. Adjust writing "squeezes" and "stretches" as necessary. Think and plan ahead!

Slanted Acrostic: Print a holiday diagonally and then write about it. Example:

The n**E**w season is beginning
fresh and **A**live with wonder.
Young sprout**S** burst into the
soft, warm ligh**T**. The stream
runs free of the h**E**avy snow
that muffled her. Bi**R**ds trill
the happy news.

New Publications

Attitudes, Language, and Change, a new book from the National Council of Teachers of English, starts by analyzing the break in communication between English teachers and the general public, and ends by offering practical ways to resolve it.

Authors Anne Ruggles Gere and Eugene Smith of the University of Washington first examine teachers' own dilemma about how to improve students' language—a matter that inevitably involves finding defensible language standards—using new knowledge from research, and coping with community pressures to use traditional "grammar."

Instruments for use by educators—an English usage questionnaire, a language inquiry, and a language attitude scale—are included as appendixes.

The final chapter tells how teachers of English can move out into the community and influence its attitudes about language, informing people without preaching and thus helping the public better understand what they are trying to do in the schools. The bibliography features works on dialect differences, linguistics for laypersons, spelling principles and variety, dialect teaching material, and works on attitudes toward usage.

Options '80: Teaching the Language Arts. The Northwest Regional Conference of the National Council of Teachers of English will be April 10-12 at the Portland Hilton Hotel in Portland, OR. There will be 105 workshops and presentations covering all grade levels and all communications skills as well as the "special student's" and professional concerns. For specific program information and registration materials, write Dr. Paul C. Magnusson, Division of Graduate Studies, Lewis and Clark College, Portland, OR 97219.

Specific Needs. If you are out of creative curriculum ideas for language arts or have some to share, call 1-800-332-3402, toll-free, throughout the year from 8 a.m. to 5 p.m.

—Claudette Johnson
English Consultant

Reel News FROM THE FILM LIBRARY

New Films in the State Film Library

The excellent film series "Between the Wars" has been added to the Film Library. These 16 films chronicle the events between the end of World War I and the bombing of Pearl Harbor, documenting the stories behind the headlines with a new look at personalities and issues of the past. The series describes the course followed by the United States in international diplomacy, explains the events which shaped a deepening involvement in world affairs, and creates greater understanding of the leaders who devised America's foreign policy. Rare footage and photographs from archives around the world complement on-camera insights from leading historians. Eric Sevareid narrates the films. Although the films cover the years between 1918 and 1941 as a series, individually they stand as excellent classroom resources for separate topics. Program descriptions and order numbers follow.

9177—**Versailles: The Lost Peace** FI 1979 9-12, C,A Color 26 min. President Woodrow Wilson's idealistic hopes for world peace through collective security clashed at Versailles with the harsh old-world "realpolitik" of Europe, which wanted to punish Germany. The resultant treaty, in effect, sowed the seeds of World War II.

9178—**Return to isolationism** FI 1979 9-12, C, A Color 26 min. Woodrow Wilson destroys himself in his desperate struggle for the League of Nations. The President and the Senate fight for control of American foreign policy; the Senate wins. Sick, but determined, Wilson refuses to compromise on the League of Nations and, ironically, is responsible for its defeat.

9179—**The First SALT Talks** FI 1979 9-12, C, A Color 26 min. The forces favoring peace through disarmament clash with the forces for peace through military strength. The world's first major disarmament conference limits the battleship. At the same time, General "Billy" Mitchell is demonstrating the superiority of air power by bombing obsolete battleships in Chesapeake Bay. While the American military remains unconvinced, Japanese observers are extremely impressed.

9180—**Radio, Racism and Foreign Policy** FI 1979 9-12, C, A Color 26 min. Disillusioned by the horrors of World War I, the United States tries to isolate herself from the rest of the world. Strict immigration quotas mark a period of racism and ethnic discrimination. With the advent of radio, however, it becomes clear that American cannot shut out the rest of the world. The Kellogg-Briand Pact of 1928, "outlawing war," is a major foreign policy achievement, but an empty gesture, lacking any provision for enforcement.

9181—**Great Depression and Foreign Affiars, The** FI 1979 9-12, C, A Color 26 min. The Depression is a traumatic national experience, which shatters U.S. self-confidence and paralyzes foreign policy. It is our first great failure, and our insecurity leads to fear and escapism—and more isolationism. The world-wide Depression gives rise to national dictators, but we are so preoccupied with domestic problems that we ignore the threat.

9182—**F.D.R. and Hitler: Their Rise to Power** FI 1979 9-12, C, A Color 26 min. The careers and styles of Franklin Delano Roosevelt, aristocrat and democrat, and Adolph Hitler, bourgeois and demagog, are contrasted to show how individual charisma and leadership can influence, even alter, history.

9183—**F.D.R. and Hitler: The Dynamics of Power** FI 1979 9-12, C, A color 26 min. Both Hitler and Roosevelt appreciated the value of mass communications. FDR took swift action with his "alphabet soup" of recovery programs—NRA, WPA, CCC, TVA. Hitler undertook an extensive rearmament program, repudiating the Versailles Treaty, and suppressing political opposition.

9184—**America In the Pacific: The Clash of Two Cultures** FI 1979 9-12, C, A Color 26 min. This overview of U.S. Japanese relationships from the turn of the century until 1933 is a story of conflict. East vs. East, and East vs. West. Japan emerges from World War I as a major world power, but American diplomats make little effort to understand the Oriental mind.

9185—**Recognition of Russia, The: A Climate of Mutual Distrust** FI 1979 9-12, C, A Color 26 min. From the Bolshevik Revolution in 1917 until the Roosevelt Administration attempted to officially recognize the USSR in the first detente in 1933, American relations with the Soviet Union were mistrustful and hostile. Cold War attitudes can be traced back to this period and the national paranoia over Bolshevism.

9186—**Latin America: Intervention in Our Own Back Yard** FI 1979 9-12, C, A Color 26 min. "The Good Neighbor Policy," originated by Secretary of State Cordell Hull and inaugurated by F.D.R., was a key development in reversing the U.S. imperialistic attitude toward Latin America. Pan-American relationships had deteriorated rapidly until 1933, when the policy of intervention was abolished and soft diplomacy finally unified the Americas.

9187—**Italian-Ethiopian War, The: Africa in World Affairs** FI 1979 9-12, C, A Color 26 min. The short-lived but brutal Italian-Ethiopian War led to an examination of Italian fascism, the character of Mussolini and how he came to power. This incident, with the failure of the League of Nations coinciding with a policy of appeasement, was one of the chief episodes that paved the way for World War II.

9188—**Spanish Civil War, The** FI 1979 9-12, C, A Color 26 min. The Spanish Civil War was a microcosm of the ideological conflict of this century. Mussolini and Hitler sent troops, planes and supplies to Franco's aid; the romantic idealists of the American Lincoln Brigade fought on the side of the Loyalists. The inadequate response of the great democratic powers heightened the contempt of the Axis powers for the democratic world and encouraged them to continue expansion.

9189—**Japan Invades China: Crisis in the Far East** FI 1979 9-12, C, A Color 26 min. In the summer of 1937 Japan was bent on establishing an empire. Encouraged by lack of Western resistance, Japan took control of French Indochina, the Dutch Indies, Burma, Malaya and the Philippines. Roosevelt did what he could to counter Japan's escalating aggression. But in the face of economic pressure, the Japanese government decided to force the United States into war.

9190—**Phony War, The** FI 1979 9-12, C, A color 26 min. Hitler's tactical error in assuming that England would not go to war to defend Poland triggers World War II. Roosevelt is caught between his desire to help Britain and the furious fight to maintain neutrality. The thirties ended with America still unconvinced that its destiny was intertwined with that of the rest of the world.

9191—**Churchill: The Human Partnership** FI 1979 9-12, C, A Color 26 min. The close personal friendship between Roosevelt and Churchill had a profound effect on the history of the Western world. The "lend-lease" plan is a perfect example of how their mutual understanding affected world politics. Owing to the political wiles of the two leaders, the bill was passed against bitter opposition and British morale received an enormous lift.

9192—**War Comes to Pearl Harbor** FI 1979 9-12, C, A Color 26 min. Roosevelt has been accused of maneuvering the Japanese into attacking Pearl Harbor so that the United States would enter the war and aid Britain. Whether this is true or not, an examination of American diplomacy in 1941 is illuminating.

As of December 1, 1979, all traffic and safety films formerly circulated by the Montana Highway Patrol have been turned over to the Film Library. The 175 films are currently being evaluated, inspected and repaired in preparation for circulation. They will become part of the regular collection and will circulate on the same basis as all other films. The first ones should be ready for circulation right after Christmas break, and all of them should be ready by early February. For information about the films call the Film Library toll-free, 1-800-332-3402.

—**Bruce MacIntyre**
Library Media Consultant

COMMUNITY EDUCATION

Adopt Educational Programs That Work

Educational Programs That Work, published by the United States Office of Education, describes exemplary educational programs developed by local school districts. Ideas for parent involvement in the classroom can be found in the section called "Early Childhood/Parent Readiness/Parent Involvement." The section on "Career and Vocational Education" contains examples of experience-based education. Grants are available under ESEA Title IV for adoption of programs listed in this publication. For a copy of the book, and for information about adoption grants, contact the Title IV consultant in the Office of Public Instruction.

NEA Adopts Resolution

According to a report published recently by the National Education Association, the NEA Resolutions Committee adopted the following statement on Community Education during their 117th Annual Meeting. The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems. It believes that community education:

a. encourages expanded utilization of school facilities by the total community;

b. encompasses and strengthens adult, vocational and technical education programs;

c. increases awareness and heightens public responsiveness to the educational system;

d. provides for more productive use of leisure time;

e. promotes interagency and interpersonal cooperation; and

f. creates a better environment for all.

The Association urges state affiliates to become involved in the promotion, expansion and implementation of such programs in their states.

How Can School Districts Work With Local Governments?

School districts and local governments share the responsibility for the general health of a community. The following are suggestions for ways they can work together:

1. seek a joint resolution of support for community education from the school district and the city (or county);

2. seek joint city/school funding for a person to act as a school-community liaison;

3. develop a joint city/school district planning committee for addressing issues common to both the city and school district;

4. invite city council members and/or county commissioners to serve on the school district advisory council;

5. have a school board member serve on a city board or committee; and

6. have the school district and the local government co-sponsor a workshop or forum on community education.

Contact the community education consultant for copies of descriptions of cooperative programs in communities around the country.

The following proclamation—issued by the mayor of Quincy, Massachusetts, in 1978—began a permanent partnership between Quincy and its public schools.

"WHEREAS, The City of Quincy is dedicated to fostering the growth of civic pride and improvement, and

"WHEREAS, The Quincy Public School System is dedicated to improving the quality of life through quality education, and

"WHEREAS, Quality education provides a vehicle for life-long learning, and

"WHEREAS, Life-long learning mandates that each person become maximally competent as a self-fulfilling individual, citizen, and worker in a community that is maximally effective for all, and

"WHEREAS, Citizens, parents and educators recognize that Community Education is an investment in life-long learning within a democratic society, and

"WHEREAS, Community Education promotes human self-fulfillment through the development of good physical and mental health a life style of inquiry, and involvement in aesthetic experiences, individual expression, worthy use of leisure time, and an ability to cope with and/or guide change, and

"WHEREAS, Community Education through the maximum utilization of tax dollars provides a means for establishing recreational, education, cultural, social, and personal growth services and programs for the community.

"NOW THEREFORE, I, ARTHUR H. TOBIN, Mayor of the City of Quincy, do hereby proclaim the week of October 23, 1978, as

"COMMUNITY EDUCATION WEEK and urge the citizens of the City of Quincy to join me in this endeavor to promote the concept of Community Education in their neighborhood."

Arthur H. Tobin, Mayor

Elementary Teachers: Ideas for a Community "Walkabout"

The Geometry of Structures: Hand out to each student a sheet of paper on which you have drawn an arch, rectangle, column, dome, etc. Leave plenty of blank space. Walk around the community and have students find these shapes in buildings, bridges and other structures. Have them draw or list the structures that are examples of the shapes. If you can get several Polaroid cameras, have the students take photographs and mount them on poster board.

Symbols: Discuss the nature and use of symbols. Have students find examples of symbols on signs, in newspapers, in trademarks, on money and postage stamps, on TV, along roads and in public buildings. Have students invent their own symbols and explain their meanings.

See and Hear Nature: Borrow several tape recorders. Have students take a nature walk and record sounds of their environment. This is best done in several small groups. Limit each group's recording time to one or two minutes so that they will be selective. Upon return to the classroom, have each group play their sounds, and have the other groups guess what the sounds are. It is interesting to wrap up by having them play all the sounds in unison.

Have each student select an object of a solid color. Students will take their objects outside and try to find objects in nature that are close in color to their objects. Have them compare the colors in nature with the colors of their original objects. (One color may have more yellow; one may seem more transparent, and so forth.) The same activity can be done with shapes. Select a man-made object and find shapes in nature that are similar. Compare and contrast.

Interviews. What do the students want to know about their community? Together, select a single topic (e.g., contrasts in lifestyle, cultural heritage, use of leisure time, progress, changing values, wisdom of the elderly). Decide on five to 10 questions to ask. Using tape recorders or question and answer sheets, have students interview their parents, neighbors or other adults, as appropriate. Have students individually summarize their findings, and then discuss the variety of answers in class.

For more information contact the community education consultant, toll-free 1-800-332-3402.

—**Kathleen Mollohan**
Community Education Consultant

MATH & SCIENCE

Computer tips from the MCTM Computing Committee. The following factors are of major importance when selecting computers for students in Montana schools.

What is the purpose of a computer in your school? Are you going to teach a programming language to 30 or fewer students per semester, whereby these students will be asked to write and run programs up to 3-4 times per week? Or are you going to offer a bit of computer literacy (say, a two-week survey course) for 100 or fewer students whereby you'll have each student run a couple of short, pre-stored programs? In either case (but probably not both), you could probably get by with a well-chosen microcomputer.

But be cautious of trying to do too much with a single micro with only one student station. Indeed, if only one student can use the computer at a time, don't expect to teach 50 students a programming language when the course requirement is for each student to train on the machine 30 minutes per day. In other words, if you are going to teach a single class in programming at your school and want each student to

continued on page 6. . .

PRIME TIME

Math/Science

. . .continued from page 5

train on the computer 20-30 minutes every other day, you are probably stretching a single micro to its teaching limit (not to mention your own limit!).

A word to the wise: do not try to mix academic and administrative computing. If the principal wants to computerize the school's accounting system, let him or her have the independent computing capability that will not interfere with students' learning needs.

What about instructional computing needs outside the mathematics department? You can use computing in science classes, social science classes and others. Will a single micro meet these important needs as well as those of the math teacher?

Glacier Park workshops. Owing to the success of last fall's workshop at Glacier Park, we hope to offer more environmental education workshops in conjunction with the park throughout the coming year so that more teachers can participate.

Back to the basics in mathematics. The pressure of the back to the basics movement is a critical issue in mathematics education. As educators are hitting the panic button under public pressure for basic education, the quality of math programs is beginning to suffer. The basics in math are usually interpreted as drill. This is the way it was done back in the good old days, and this is the way we should do it now. Unfortunately, the good old days were never good for math education anyway. More drill and the use of computational skills are not what students need. What they need is to learn how to solve a problem by using mathematics.

With the introduction of pocket calculators, drill is even less important. The important thing is to know when to multiply and divide rather than to memorize the procedures as required in drill exercises.

Along with the "Basics Movement" comes the "Competency Test Movement." This is just muddying the waters. The students are drilled more so that they will do well on the competency test. As a result, the student can give quick one-step answers, but is lost when confronted with a simple question that requires more than a one-step solution.

Math educators at all levels will need to become organized and start communicating with one another. This is very important, because without organization and communication, we could easily lose sight of the forest and only hit a few trees.

New films available from the Film Library. (Check your film catalog for film descriptions and ordering procedure.)

8912 **Salt and Hypertension**—1978, 7-12, Color, 13 min.

8913 **Florida Everglades**—1978, 7-12, Color, 15 min.

8947 **Quest for Flight**—1979, 6-10, Color, 23 min.

8952 **Bionics, Man & Machine**—1979, 9-12, Color, 24 min.

8955 **The Ears and Hearing**—1979, 4-8, Color, 22 min.

8957 **The Heart & Circulatory System**—1979, 7-11, Color, 16 min.

8969 **Fire**—1979, 5-12, Color, 9 min.

8978 **The Lungs & Respiratory System**—1979, 7-10, Color, 12 min.

To receive copies of the following free or inexpensive materials, contact Bob Gibson unless otherwise noted:

A Bibliography of Free and Inexpensive Energy Materials, People and Energy Project, Washington, D.C., 8 pp.

Montana Renewable Energy Handbook, 1977. Montana Energy Office, 36 pp.

A Science Program on a Budget, 1975, 62 pp.

A Bibliography of Energy Education prepared for elementary teachers.

A Bibliography of Environmental Education Resources.

A Food and Energy Unit, grades 5-8.

An Education Guide to Energy/Ecology/Economics.

A bibliography and order form for space and satellite photography. These include pictures from the Apollo, Surveyor, Mariner, Viking, etc.

—Bob Gibson
Math/Science Consultant

vocational education

National Vocational Education Week (February 10-16, 1980) is the ideal time to promote vocational education in Montana.

The Forty-Sixth Legislature, through House Bill 537, appropriated $1.5 million for approved secondary vocational and industrial arts programs. The Office of Public Instruction distributed $720,000 to Montana schools this year and $780,000 will be distributed for the next school year.

Vocational Education Week offers the perfect opportunity to invite your legislators to visit your vocational programs. Thank them for their support and talk to them about how vocational education builds "KNOW HOW," that special combination of knowledge and skill that makes it possible for students to become productive members of society.

Join other vocational educators in making the public aware of the potential of vocational education through news articles, TV programs, community displays, posters and an open house in your school.

When you plan your spring calendar keep these Vocational Education activities in mind:

Jan. 7-8 VICA State Officers Meeting, Helena

Jan. 11 OEA State Officers Meeting for the State Leadership Conference, Helena

Jan. 22-25 Expanding Adolescent Role Expectations Workshop at Eastern Montana College, Billings

Jan. 26 FFA Livestock Judging Contest, Montana Winter Fair, Bozeman

Feb. 5-8 Expanding Adolescent Role Expectations Workshop at the Vocational Technical Center, Missoula

Feb. 10-11 DECA State Officers Planning Meeting for the State Leadership Conference, Helena

Feb. 17-23 National FFA Week

Mar. 12-14 FHA State Leadership Conference, MSU campus, Bozeman

Vocational education staff in the Office of Public Instruction. Front row, left to right: Sally Moore—human potential development; Montez Briggs—Montana VIEW; Marion Reed—business, marketing and D.E.; Larry Key—administrator. Back row, left to right: Betty Lou Hoffman—secondary education director; Jeff Wulf—technical, trade and industrial; Dennis Sheehy—state plan/research/reports; Leonard Lombardi—agriculture; Jim Golden—special needs; Mary McAulay—home economics and consumer ed.; James Burns—postsecondary curriculum. Not pictured: Larry Johnson—postsecondary education director.

Mar. 18-21 Expanding Adolescent Role Expectations Workshop at Northern Montana College, Havre

Mar. 26-28 State FFA Leadership Conference, Bozeman

Mar. 28-29 OEA State Leadership Conference, Bozeman

Apr. 13-15 DECA State Leadership Conference, Helena

Apr. 22-26 Western Regional Agriculture Education Conference, Kalispell

Apr. 26 MSU Annual Education Day, Bozeman

Apr. 30-May 2 State VICA Conference and Skill Oympics, Havre

Remember: There are many materials available in the Distributive Education Audio-Visual Lab at Bozeman Senior High School. The materials from this lab can enrich your program. Ron Newville (Bozeman Senior High School) will be pleased to assist you.

For more information contact the Vocational Education Department, Office of Public Instruction, 1-800-332-3402.

—Betty Lou Hoffman, Director
Secondary Vocational Education

Compact help for rural schools

What is 12" x 12" x 12" and raises elementary reading and math scores in rural areas of the West? It's a box of instructional kits used by schools that took part in the recent Basic Skills Learning Center Project. With funds from the U.S. Community Services Administration, the Southwest Regional Laboratory conducted the program in 485 schools in 20 western states during 1977-78 and 1978-79. Schools in Bozeman, Helena, Townsend and White Sulphur Springs participated.

SWRL chose the schools during the 1976-77 school year and provided them materials to help plan learning centers. "The Lab [representatives] came to Townsend and invited several districts to participate," said Louis Strand, assistant superintendent for Helena Schools. "It provided all the materials free of charge."

The teaching resources included 12 different instructional kits, six each in reading and mathematics for grades 1-6. These resources were accompanied by a set of placement, post-testing and record-keeping materials, according to the final report on BSLCs published in September.

During the spring of 1977, schools completed their BSLC plans for the coming school year and submitted them to SWRL. SWRL in turn shipped the needed materials to the schools.

"They're well-done and a nice resource to have," Strand said. The materials may be used in the regular classroom or in Title I programs; by the classroom teacher or the resource teacher; as regular classwork, reinforcement or enrichment, he said.

In the spring of 1978, toward the end of BSLC's first year, SWRL held 20 mid-project meetings throughout the Project region to discuss the learning centers and explain the second year's planning. The schools once again sent in their plans, making any modifications to their previous year's programs, and received their new materials.

Throughout the course of the project, SWRL sent out bulletins and maintained a telephone hotline for assistance.

Project Manager Vivian Orange stated that "extremely satisfactory pupil and school accomplishments are demonstrated in the post-test results across the project years; median pupil scores of 83 percent for reading and 88 percent for mathematics represent substantial achievement."

Even without continued assistance from CSA and SWRL, 83 percent of the participating schools plan to keep or increase the number of BSLC centers, according to the final report. The cost per pupil is less than $5 per year. ★

Publication staffs of school newspapers should plan now for the **fourth annual Montana Journalism Writeoff Competition,** set for Saturday, March 22 in Bozeman.

In the writeoff competition, students are given two hours on the spot in which to write a story, draw a cartoon or complete a layout on the contest assignment in the category. Advisers are not allowed in competition rooms, and judging is completed immediately following the two-hour contest. Awards are given on the same day.

Trophies will be awarded to the top three contestants in each category and to the three schools that accumulate the most points in the sweepstakes competition.

The chairman and coordinator for the competition is Jerry McNichol, Bozeman Senior High newspaper and yearbook adviser. The contest is sponsored by the Montana Journalism Education Association.

For details and registration information contact McNichol or Claudette Johnson, English/Language Arts Consultant, Office of Public Instruction, 1-800-332-3402.

★

This month, the Office of Public Instruction will present National Diffusion Network Awareness Conferences in Missoula, Great Falls and Billings. Programs will represent the areas of Computer-Assisted Instruction, Computer Management Systems and Health and Physical Education. Nine programs will be presented by school personnel who developed the ideas, along with information on how the programs may be adopted and implemented in schools—either through the ESEA Title IV program or through the use of local district funds. The locations and dates are:

Health and Physical Education

Jan. 21, Missoula, University Center
Jan. 22, Great Falls, Sheraton Inn
Jan. 23, Billings, Eastern Montana College, Petro East

Computer Programs

Jan. 22, Missoula University Center
Jan. 23, Great Falls, Sheraton Inn
Jan. 24, Billings, Eastern Montana College, Petro East

For more information contact Ron Wirtz, Office of Public Instruction, 1-800-332-3402.

★

The Reading Program in the Office of Public Instruction has designated Thursday, February 14, 1980, as **"I Love to Read Day."** Schools are being asked to plan a reading activity in which children will be able to spend time reading, acting out stories they have read, reading to others, or taking part in any number of activities that promote reading for enjoyment. An idea packet called "Read to Your Heart's Content" has been sent to all schools with more suggestions of activities for the day. For information, contact the Reading Consultant, Office of Public Instruction, 1-800-332-3402.

★

CLASSIFIEDS

School district officials received information and order forms for the 1979-80 school year's **Montana School Testing Service** during the first week of January 1980. This voluntary program has been designed to assist educators in assessing the performance of 6th and 11th grade students on 11 of Montana's goals for education. Testing areas are: communication (parts 1 and 2), fitness, citizenship, lifelong learning, careers, character, attitude (toward school), cooperation, environment, change and consumers. Completed forms must be returned to the Office of Public Instruction by January 31, 1980. Tests will be mailed in February and must be returned by March 17, 1980 for grading. The districts will receive test results during May. For more information, contact your school district or Bill Glasscock, Office of Public Instruction, 1-800-332-3402.

★

A reminder from Attorney General Mike Greely: it is important for each school district to obtain the assistance of an attorney in preparing **Interlocal Cooperative Agreements.** One of the duties of county attorneys is to represent the school districts in their counties. Greely said that these agreements would take much less time to be processed by the Attorney General's Office if an attorney were involved at the local level.

★

More than $1.02 million is available to Montana schools, hospitals, local governments and public care facilities to **reduce energy consumption.** The National Energy Conservation Policy Act of 1978 authorizes the Montana Department of Natural Resources and Conservation to administer a two-part program to increase the energy efficiency of many public and nonprofit buildings. Additional information and registration forms are available from the DNRC Energy Division, 32 South Ewing, Helena 59601, 449-3940.

★

For readers interested in **books about Montana,** bibliographies are available. **Montana in Print** was published in 1972 by the State Library as "a selected list of publications of interest to Montanans."

Entries are grouped under adult fiction, junior fiction, non-fiction and periodicals. Adult fiction comprises young adult books, mysteries and westerns. On the junior fiction list, primary-grade and picture books are indicated by grade level. Otherwise, the novels are for the 4-9 reading level.

A majority of the books on the list are printed by nationally-known publishers. These and the Montana-published books and pamphlets can usually be purchased through the Montana Historical Society or at various state bookstores.

For copies of **Montana in Print** call or write the Montana State Library at 930 E. Lyncale, Helena 59601, 449-3004. Yearly updates to the list are also available.

★

The Teacher Center for Gallatin County in Bozeman announces the following **workshop:** Jan 24 from 7 p.m. to 9 p.m., "Kohlberg'sTheory of Moral Development for Classroom Application," by Steve Silvern of Auburn University. Call the Center at 587-8181 for a reservation.

★

Rod Johnson, supervisor of bus transportation for Great Falls public schools, was recently elected to the board of directors of the **National Association of Pupil Transportation.** As Region 3 director, Johnson's jurisdiction covers Canada and the northern United States.

Under Johnson's supervision, Great Falls last year adopted a computerized bus-routing system. (See April 1979 **Montana Schools.**) Johnson has been asked to submit a paper on the routing system to Pennsylvania State University.

★

The National School Volunteer Program announces its 1979-80 awards program. The program will recognize the efforts of school volunteer projects in three areas—parent involvement, business involvement and community involvement in the form of school enrichment projects.

N.S.V.P. will award prizes to ten programs in each category. The top six winners, two in each category, will receive cash awards of $1250 each and up to $300 for expenses to attend the national conference in Houston, March 14-18.

Your group must be a member of N.S.V.P. to qualify for the competition. Write N.S.V.P. at 300 N. Washington St., Alexandria, VA 22314, for an application. The membership fee is $35.

★

The Awards and Honors Committee of the Montana Library Association is seeking nominations for the **"Trustee of the Year Award"** and the **"School Administrator of the Year Award."** Nominations should be made on appropriate forms, which are being mailed to members of the Association. All nominations must be received by March 15, 1980. Requests for forms, questions and nominations should be sent to Peggy Gadbow, Chairperson, Awards and Honors Committee, Missoula School District 1, 215 South Sixth West, Missoula 59801.

★

CLASSIFIEDS

"Health Network"—**educational materials from the American Cancer Society** for use in grades four through six—is available on loan from the American Cancer Society 2820 First Ave. South, Billings 59101, 252-7111. These materials consist of three packets and contain a filmstrip, cassette, poster, teacher's guide and repromasters for student handouts. Unit No. 4 is "Special People" and deals with cigarettes. Unit No. 5 is "Health News" and deals with how the respiratory system uses oxygen. Unit No. 6 is "Straga's World"and deals with how to make decisions about health.

The Western Montana Teacher Center in Missoula announces the following **conferences:** Jan. 12, "How Schools Are Financed," the second in a series of community awareness programs, by Jim Watkins, Educational Service Representative, Office of Public Instruction; Jan. 26, "Piaget/Kohlberg Conference," by Steve Silvern of Auburn University. For more information, contact the Center at 818 Burlington, Missoula 59801, 721-1620.

★

Copies of **School Laws of Montana, 1979,** may be ordered from Robert Stockton, Office of Public Instruction, at $8 per copy. The price includes postage.

On March 1, Eastern Washington University will sponsor a **tennis clinic** under the direction of Dr. Emory "Buzz" Summers, tennis coach at the University of Oregon. Two outstanding tennis coaches from eastern Washington will give instruction along with Dr. Summers. The clinic will be held at Eastern Washington University in Cheney.

Register before February by writing the Conference Center, Eastern Washington University, Cheney, WA 99004. Fees for the clinic are $25, payable in advance. Both undergraduate and graduate credits are available at an additional charge. For more information, call Marshall Shore at (509) 448-1501; or Ron Raver at (509) 359-2463.

Applications for **Teacher Center Program grants** are due in the Office of Public Instruction by January 31, 1980. Approximately $600,000 will be available for grants to new projects. The closing date for applications of Noncompleting Continuation Projects is also January 31. Anyone interested in submitting an application should contact T. Carl Johnson, Office of Public Instruction, 1-800-332-3402. Recent information indicates, however, that the closing dates may be extended due to a new set of guidelines.

★

Office furniture for sale. Call 248-5966 in Billings.

Workshop on youth and alcohol planned

The Montana Council on Alcoholism is planning a three-day, 30-hour workshop related to youth and alcoholism on January 29-31, 1980 in Billings.

The workshop will deal with intervention in family alcoholism problems for teachers and integration of "Alternative Action" into daily coursework. "Alternative Action" is the school component of the S.O.B.E.R. ("Slow On The Bottle, Enjoy The Road") drinking-driving awareness campaign sponsored by the Council under contract with the Highway Traffic Safety Division, Department of Community Affairs.

Also covered will be the use of the two-part "Teacher's Guide for Alcohol Education," for grades K-6 and grades 7-12, jointly prepared by the Department of Institutions, Office of Public Instruction and Montana Catholic Conference.

The Montana Council on Alcoholism has tentatively scheduled three to four hour mini-workshops on the "Alternative Action" Program for January 9 in Chinook; January 24 and February 12 in Helena. Major workshops similar to the Billings workshop are tentatively set for February 26-28 in Great Falls; March 25-27 in Helena; April 22-24 in Missoula; and May 13-15 in Havre. Schedules may be adjusted to allow a greater number of persons to attend.

Educators and others who might be interested are invited to attend any workshop free of charge, except for the cost of materials. For additional information and registration forms, write Montana Council on Alcoholism, 616 Helena Avenue, Suite 104, Helena 59601, or call 442-5726 in Helena. ★

Women sought for school administration degrees

The College of Education at Montana State University is seeking applicants for a program to train women and place them in administrative positions in rural Montana schools.

The College of Education has applied for a federal grant to finance the program. If funds are granted, 12 interns for the first training program will be chosen from among the applicants.

The program is geared for women who would like to become administrators in rural Montana schools. Men may also apply. Applicants must qualify for admission to a graduate program in education administration at M.S.U.

The interns selected for the program will receive a generous stipend during their training period. The grant proposal provides for a stipend of $10,000 per year. Education expenses and fringe benefits are paid in addition.

The applicant must make a two-year commitment. The first year comprises Autumn Quarter 1980 through Summer Quarter 1981. During these four quarters the applicant will take courses at M.S.U. The intership begins in mid-August 1981 and extends through a complete school year in Montana public schools. Interns spend half of their training in large Class AA or Class A schools, and the other half in rural Class B or Class C schools.

For application forms, write Dr. Robert Thibeault, Educational Services, M.S.U., Bozeman 59717. Apply as soon as possible. ★

Jan.

14	Board of Public Education meeting—Helena
16	Filing deadline for ESEA Title IV-C grant proposals
18	Deadline for ESEA Title IV-B applications
20	OEA state officers' workshop—Helena
21-22	National Diffusion Network Awareness Conference—Missoula
22-23	National Diffusion Network Awareness Conference—Great Falls
23-24	National Diffusion Network Awareness Conference—Billings
22-25	Expanding Adolescent Role Expectations Workshop—Billings
25-26	Division Speech Meets (A, B, C)
28-29	MT High School Association annual meeting—Helena
31	MT School Testing Service order form deadline

TO:

Toll-free educational hotline:
1-800-332-3402

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Montana Schools

Volume 23, No. 5 | Office of Public Instruction | Georgia Rice, Superintendent | January 1980

(USPS 091 970)

from the superintendent

Deputy Superintendent Alve Thomas and Superintendent Georgia Rice

Children entering kindergarten this year will live most of their adult years during the decades between 2000 and 2050. They will live in a world that is alien to us but for which we must educate in the decade of the 80s. The challenge to education is to provide the skill to cope with new situations in a world with fewer natural resources and more advanced communication—a world that transportation will make smaller and smaller.

Accelerated change and increased complexity—two inevitable conditions that will continue to change the needs for education—will become more important not only to the young but to Montana citizens of all ages. Educators, parents and non-parents face a challege to provide the skill to adapt to new situations, during the rest of this century and beyond.

This effort will require cooperative planning, working together, continued communication and a sustained search for new resources in every community in Montana. The resources are there—in our libraries, media, labor, business, agriculture and perhaps even with our neighbors next door.

For education to cope with its responsibility, we should begin now to explore the resources that are daily within our reach in the community—resources that can expand the ability of education to provide new opportunities for our future citizens.

Finally, being an educator in the 80s is not for the faint-hearted pilgrim but for the stout-hearted soldier aware of changing needs and sensitive to constant, individual needs—someone with an eye toward the future. We must make a "cooperative effort," a worn phrase that nonetheless best describes the means of facing the education challenges in Montana's future.

As educators, we should bear in mind the following quote as we enter into the new and challenging decade ahead.

It is essential we remember that the children and youth who will be living in 2050 are just as precious as our own. They are part of the germ plasm of the human race. Because they are, they deserve the best of our time and energy now so that 75 years hence they will be better beings because of what we have had the wisdom and foresight to do.

—Robert Havinghurst

Georgia Rice